HARVARD UNIVERSITY
DIVISION OF EDUCATION
BUREAU OF VOCATIONAL GUIDANCE

National Vocational Guidance Association

460 S. State St., Chicago

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FOREWORD

Chicago calls you to the annual meeting of the Association!

The ANNUAL MEETING of the National Vocational Guidance Association will be held in Chicago, February 23, 24, 25, immediately preceding the annual meeting of the Department of Superintendence of the N. E. A. You are urged to attend. The headquarters of the convention will be the La Salle Hotel. Further announcements concerning the convention will be sent you later.

You can contribute NOW to the success and inspiration of the meeting by sending to the Secretary suggestions as to speakers, topics and exhibits.

BE AGGRESSIVE!

We need more members in the Association. The next year or two are going to be crucial ones for the Vocational Guidance movement. It will either assume the place in our educational scheme of things, which those of us who believe in it think it should have, or it will in all probability be relegated to the scrap heap of the might-have-beens. There are enough of us in the United States who do believe in it to "make" Vocational Guidance. But we must get together if we are to be effective, and this is the opportunity which the National Vocational Guidance Association affords. The Bulletin is only the beginning of plans which will develop just as fast as membership increases. If there is a local Association in your city, you should join through it and pay your dues to the local treasurer. If there is not, you can send your check for $2.00 directly to J. B. Buell, Treasurer of the National Association, 130 East 22nd Street. New York City.

HELP US TO KNOW YOU

Is there some form of vocational guidance in your community? Perhaps it is unconscious, but recognizable. The National Guidance Association has recently sent to the branch associations a formula or set of questions in the answering of which a community or school system will recognize in its activities certain phases

of vocational guidance. After all, guidance is merely a new emphasis in education. It is not always accomplished through the establishment of new departments but often through the method and point of view with which all departments are conducted. For instance, the questions asked in connection with attendance work are as follows:

How many officers have you in proportion to your school population?

What has been the training of your attendence officers?

Do attendence officers undertake to solve individual problems of juvenile delinquency?

To what extent do attendance officers cooperate with the Employment Certificate Office, The Psychological Clinic, the Juvenile Court, the Big Brother or Big Sister Organizations, the relief societies (Associated Charites, Jewish Charities, or Catholic Charities), The Visiting Nurse Association, the Humane Society and other similar organizations?

Do the attendance officers dictate records of cases?

What means are used and what results obtained in the matter of getting the cooperation of the attendance officers and the local justices?

Do the attendance officers recommend special courses, or special types of occupation as a solution of some problems of truancy?

Do the attendance officers serve the high school as well as the elementary schools?

Is any course of training for attendance officers conducted in your community?

In like fashion are taken up the subject of visiting teacher, employment certification, physical examination, a psychological clinic, a scholarship bureau, the placement of children in industry, employment supervision and follow-up work, vocational counseling, the selection of individual children on the basis of fitness for various types of courses, and vocational or prevocational courses as a tryout plan for aid in the choice of an occupation. The following is a sample of the questions asked under the subject of vocational counseling:

How many vocational counselors have you, with at least part time free from teaching?

If there are none, are courses of training in progress with a view to develop some?

From what sources have your vocational counselors been recruited?

What is there in academic education? Occupational experience?

What system is there in the schools for furnishing each counselor with adequate information about the individual child?

What system is there for furnishing each counselor information about occupations? About opportunities for training outside of the public school?

What contact has the vocational counselor with the parent and the home?

In addition to the subjects already itemized which deal with the individual child, those activities are considered which concern themselves directly with groups. These include the school census part time schools, short unit courses for adults in industry, vocational courses, classes in vocational information, and a plan of excursions to places of occupation.

The third and fourth general topics cover the matter of research and the preparation of material on vocational information and that of special problems such as the training of the physically or mentally handicapped, and so forth.

The branch associations of the National Vocational Guidance Association have been requested to study not only the communities in which they happen to be located but also nearby towns and cities. The work will require some time and will no doubt be divided among several members but will be invaluable to the national organization for the exchange of information concerning different experiments and achievements in various parts of the country. All of us will profit from the results of this effort. Through this bulletin we are asking individual members in communities where branch associations do not exist, to volunteer to make a survey of the work in their own communities, using the syllabus as a guide. Full copies of it will be sent to anyone who thus offers his or her services. Write to Anne S. Davis, Secretary, 460 South State Street, Chicago, Ill.

U. S. CHILDREN'S BUREAU SURVEY

Plans for the Study of Vocational Guidance and Juvenile Placement Methods to be conducted by the Children's Bureau are reported to be well under way. It is anticipated that the field work will be commenced in Chicago sometime early in November.

In the planning of this study the Children's Bureau has had the cooperation of the United States Bureau of Education, the Federal Board for Vocational Education, and the United States Employment Service, the Junior Division of which has offered to share in the conduct of the field survey.

The immediate direction of the study is to be in the hands of Miss E. N. Matthews, Director of the Division of Industrial Investigations of the Children's Bureau. Miss Matthews and Miss Mary Stewart, Director of the Junior Division of the United States Employment Service, met in Buffalo on September ninth with the trustees of the National Vocational Guidance Association in their capacity as advisory committee to the Children's Bureau for the purpose of considering the Bureau's tentative program for the survey.

THE CONTRIBUTION OF VOCATIONAL GUIDANCE TO THE PREVENTION OF UNEMPLOYMENT

HELEN T. WOOLLEY

Read at the International Association of Public Employment Services, Buffalo, N. Y.

The term "Vocational Guidance" is a new and plastic one. Whether or not it bears a relation to the prevention of unemployment depends upon the interpretation given the term. If you mean by it a mere giving of advice, even granting that the advice is good, at a given point in the individual's career, then it has but a small bearing on the problem of unemployment. If you mean by it a sort of clairvoyant procedure, by which a seer gifted with semi-miraculous insight informs a young person of the one thing in the world he is fitted to do, then it has still less bearing. But if you mean by it, education conducted from the point of view of enabling each individual to develop the best type of productive capacity of which he is capable, and to acquire a real point of view about the occupational world, then it may have a very vital bearing on problems of unemployment.

While it is true that for the most part the causes of unemployment lie quite outside the field of the selection of an occupation by the individual, nevertheless, even within these limits there are two small contributions which may be made toward the prevention of unemployment. First, much can be done to reduce the number of unemployables in society, and second, unemployment among the handicapped can be lessened. I will discuss each of these topics briefly before going on to the more fundamental aspect of the topic.

A person who has become unemployable has done so for one of these two reasons. Either he has had a series of very unfortunate experiences, involving failure and discouragement, which have gradually destroyed all self confidence and self respect, or else he was from the start a person so mentally inferior or so psychopathic that success in the occupational world was impossible. In the former case, something can be done by good advice at the right time. A young person can be prevented from undertaking tasks so much above his capacity that failure and consequent loss of faith in himself is sure to result. A really effective prevention of such catastrophies, however, implies a scientific study of each individual during his school career, and skilled supervision of the first few years in industry. The development of experimental methods of child-study has made it possible for school systems, by establishing psychological laboratories, and keeping adequate records of school progress, to arrive at a scientific measure of the general level of intelligence of each child, and also to collect evidence, less scientific but nevertheless valuable, about other phases of personality.

Mere level of mental ability is an important factor in the selection of an occupation. It is fatal to the efficiency of any individual to be kept continuously at an occupation which is either very much above, or very much below his possibilities. Success is possible in the modern industrial world even to those of very limited ability, provided the occupation is wisely selected. There are records in the laboratory in Cincinnati of a group of boys with mental ages between ten and eleven years who have been successful in low grade occupations, such as common labor and machine tending, and have earned wages equal to the average of their group (boys who entered industry at fourteen years of age). The same type of boy, if he started at an apprenticeship in a skilled trade, fails, spoils valuable material, becomes morose and unruly, and is in danger of becoming an unemployable unless the error is discovered and corrected. The average foreman is apt to attribute such failures to willfulness or shiftlessness and treat them accordingly with disastrous results. With proper help and advice from a scientific school office, such errors on the part of industry could be easily avoided.

Level of intelligence is, however, but one of the factors to be taken into consideration in forcasting the probable success of an individual. Emotional stability and character, though less measurable, are equally important. Let me illustrate by two cases selected from an observation class in the public schools of Cincinnati. The children in this group all belonged in the same general level of intelligence—somewhat below average, but above the limits of feeblemindedness. They were all very bad school failures, and were being given special advantages to help them retrieve their failure. Julia was a little girl of nine whose intelligence quotient was only eighty, and who could not do first grade work. She had lived in small communities in the south and her education had been neglected. Her parents were completely illiterate southern mountaineers. The child had a keen sense of responsibility and excellent practical ability. She was so useful at home that it was difficult to secure regular school attendance. Her desire to learn was intense. In her first year in the observation class she did three years work in one. She could have made up one more year later by attending summer school, but though she wanted to very much, she refused because she said "the twins were just at the age when they ran away, and mother could not look after them in summer." Julia is now passing her grade every year and last year she wrote the prize essay of the school on the topic of "The Community Chest."

The other child, Frederick, had a much better intelligence quotient than Julia's. It was one hundred on his first examination. He was eight years old, and also a failure in first grade. The most serious complaint about him, however, was not his academic failure, but his behavior. He seemed totally unable to attend to school work, and was apt to fly into tantrums on little or

no provocation, or to hurt one of the other children without warning, and apparently with no idea why he did it— a sudden ungovernable impulse. The boy's parents were not illiterate, and were interested in his welfare, but his mother was just this side of insanity and he had an imbecile brother who was the center of interest and affection in the family life. It seemed quite impossible for Frederick to learn to apply himself, or properly control himself. The ability which he undoubtedly had could not be used to advantage. Of these two children, the one with the lower mental level undoubtedly has much the best prospect of success in life.

Studies of unemployables have shown that most of them are of inferior mental levels, and that many of them have marked psychopathic traits. Some of them should have been weeded out of society before they got as far as the occupational world. The unquestionably feebleminded, and those of marked psychopathic tendency, can be diagnosed by the school and should be sent directly from the school to custodial institutions. Trying these individuals in industry is an unnecessarily wasteful process. Others, of somewhat better grade mentally, or of less marked psychopathic tendency, should be given a trial in carefully selected occupations, under skilled supervision. If they prove unable to make good, they can be later segregated. Such a program would prevent the occurrence in society of most of the unemployables. In the total problem of unemployment, they are, however, admittedly but a small factor.

The prevention of unemployment among the handicapped is also a field in which vocational guidance can make a contribution. We have already discussed mental handicaps and unemployment. In the case of physical handicaps, the rehabilitation of war cripples is making a great contribution. The problem is a perfectly straightforward one of finding all of the various occupational opportunities in which a given type of handicap is not a hindrance. Large as the field of survey is, the extended experience of our rehabilitation agencies will gradually cover it, systematize the information, and make it available for purposes of guidance.

When we turn from the narrower interpretation of vocational guidance as a mere process of selection of an occupation, to its broader educational meaning, new and more important possibilities of making a contribution toward the prevention of unemployment appear. In its broader meaning, the scope of vocational guidance includes a continuous scientific study of the individual before his wage earning life begins, a study of all the available opportunities for training for occupations, and a study of the occupational world. It is with this third phase of the topic that we are most concerned—not merely facts about the occupational world, but a point of view about it is what a good program of vocational guidance undertakes to develop.

It is perhaps a platitude to say that the good and evil of human affairs lies in points of view. Behind all of our policies, industrial as well as moral or educational, lie conceptions of what

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it is we are trying to accomplish—of ideals. The fundamental causes of unemployment are to be sought in our conceptions of industrial life—conceptions which are common to the employer, the worker and the public. Up to the present time, with rare exceptions, the worker has planned to do as little and get as much in wages as possible, and the employer has planned to get as much and pay as little as possible. The amount of private individual profit has been the sole determining factor on both sides. "Business is Business." The securing of profit is its own justification. If in the process individuals suffer, everybody regrets it, but it can't be helped. It is futile to try to decide whether employers or employes are most responsible for this point of view. It is the stage of industrial ethics of our present society.

So long as the aim of securing private profit remains the sole dominant one in industrial life, there is little hope of preventing or controlling the evils of unemployment. Fortunately there are signs of a change. Many advanced employers are recognizing the claims of human welfare as a charge upon industry equal in importance to profits. The point of view that only as the employer makes a real contribution to the welfare of his workers and of society, has he any right to private profits, is gaining ground. It is quite as true that the advanced thinkers among the workers are realizing that on their side an adequate living wage can be demanded by the worker only in so far as he contributes his best powers to the development of a common enterprise. Indeed in a few instances, the most advanced thinkers among employers are taki ng toward industry the attitude of education—the attitude that each human being has a right to expect to be placed in such an environment that he has an opportunity to develop his best powers. Thus industry becomes an extention of the educational process.

Our only real hope of working out a comprehensive plan for the prevention of unemployment lies in generalizing the shift in the conception of industrial ethics which recognizes human welfare as of equal importance with private profits. The process is necessarily an educational one. In our present generation of children, for whom vocational guidance programs are being worked out, are the employers and workers of the future. Just as soon as society at large feels keenly enough the obligation of doing it, some means can be found of preventing unemployment. Whether the machinery adopted be the stabilization of industry, the provision of unemployment insurance, the use of public works during a period of unemployment, or a combination of methods, is a consideration secondary to the creation of a strong common purpose. If the process of vocational guidance can assist in the development of the newer ideal of industry as an instrument of human welfare, then it will ultimately, and at long range, have made the most important contribution toward the prevention of unemployment.

NEWS FROM PITTSBURGH

All of the high schools have a poster in each room telling what is necessary to get A, B, and C marks. During the first week of school this year, a copy of this was made on a small card and sent to the parents of all the pupils who entered school for the first time; some of the high schools mailed the card to the home of every pupil in the entire high school.

During the war the value of the public school as one of the best organized instruments for disseminating propaganda was demonstrated over and over again. That the public school has never used itself for selling itself to the public, must be admitted. Can there be any better agency to educate the public in favor of vocational guidance than the schools? Acting on this belief we send letters to the parents of the pupils along with their reports. These letters are printed on 4x6 cards, the size of the report cards of the elementary schools. These letters are sent to the parents of all the pupils in the fifth to twelfth grades. Three different letters were prepared on the same subject for each report: one for the parents of the pupils of the fifth and sixth grades, another for those of the pupils of the junior high school, and a third for those of the pupils of the senior high school.

The first letter was written by Dr. W. M. Davidson, Superintendent of Schools, and outlined briefly what the department of vocational guidance plans to do. The second letter asks the parents to consult with the principal, teachers, and vocational counselors concerning the subjects that the child should take the next year. The third letter told about work certificates, placement bureau, and vacation.

Samples of these letters will be sent to any person who is interested in this phase of work and who will offer suggestions for improvement of future letters.

A list of fifty-four topics has been compiled by the ten high school counselors for their biweekly meetings. Judging from the topics a rich year of study awaits our department.

THE VISITING TEACHER IN THE UNITED STATES

A report entitled "The Visiting Teacher in the United States" has recently been issued by the National Association of Visiting Teachers aud Home and School Visitors. This report is based on a survey conducted by the association, and gives a comprehensive account of the purpose, methods and results of the work of visiting teachers in various parts of the country; their training and preparation; and their relation to cooperating agencies in adjustment of "problem" children. Copies of the report may be obtained from the National Association of Visiting Teachers, 8 West 40th Street, New York City. The price to non-members is 20 cents.

WHAT HAVE YOU FOUND ESSENTIAL?

The publicity committee is preparing a brief reading list, highly selected, to include only such material as it is absolutely essential that any one engaged in vocational guidance should be quite familiar with. Such selection can only be made by comparing experiences. Will not every reader, therefore, send a list of books, bulletins, periodicals, etc., which have been found fundamental in guidance work to Beatrice Doerschuk, 2 West 43rd Street, New York City. For clarity the following divisions are suggested:

Philosophy of vocational guidance.

Effective methods of vocational guidance.

Content essential for vocational guidance occupational information, etc.

The list will be printed in the next number of the bulletin

THE LEGISLATIVE COMMITTEE

The legislative committee has held several meetings and has outlined a program for the year. The following subjects are being taken up by the committee:

1. Legislation relating to Vocational Guidance, Vocational Education and Labor Matters that has already been enacted in each district.
2. Legislation proposed regarding same subjects.
3. Recommendations of the Legislative Committee regarding the establishment and organization of National and State Vocational Guidance Departments or bureaus.

Members of the Association are invited to send their suggestions to the committee.

COMMITTEE ON TRAINING ORGANIZED

"Training for Vocational Guidance" is the topic assigned to one of its Committees by the Board of Trustees. An attempt will be made to bring together representatives of the different groups interested in Vocational Guidance; such as attendance officers, psychologists, visiting teachers, placement secretaries, school counselors and the like, and analyze the fundamental of training and experience which each considers essential.

The Committee will co-operate with the Committee on the Study of Professional Requirements of the American Association of Social Workers which is commencing a study of the need for training in the whole field of social work. The present members of the Association's Committee are: J. B. Buell, Chairman; Mr. Edward Evenden, Miss Jane Culbert, Miss Ruth Clark, Miss Margaret Brown, Mrs. Alice Pollitzer, Miss Emily Howd, Mr. Samuel S. Bord, Miss Beatrice Doerschuk, Mr. Paul Beisser.

SCHOLARSHIPS IN NEW YORK

The Committee for Vocational Scholarships which was for ten years a department of Henry Street Settlement, consolidated in October, 1920, with the Junior Employment Service and the Vocational Guidance Bureau. The consolidation, however, did not mean any change in the plan by which scholarships had been granted in the past. During the past year many of the high school courses have been changed and some of them have been lengthened, and the new working paper law went into effect on September first, 1921. To meet this change in the school system, the scholarship committee voted in June to extend the age of the children receiving scholarships from sixteen to eighteen years. This makes it possible for a child to hold a scholarship throughout a high school course, and more adequately to complete the work started, than was possible when the scholarship were only granted up to the age of sixteen. This change, together with the fact that the maximum scholarship is now six dollars a week, has necessarily decreased the number of children receiving scholarships, as the total fund has not been materially increased. The Committee, however, feels that it is for the best interests of the plan to give larger amounts for a longer period to a smaller group of children.

The Alumni Association, consisting of young men and women who have received scholarships, has had several successful meetings, and is contributing toward a scholarship.

THE SCHOLARSHIP WORK OF THE WHITE-WILLIAMS FOUNDATION

Last year the White-Williams Foundation gave $9,188.21 in scholarships to 46 children who otherwise would have been obliged to leave school for work. The Scholarship Committee decided that on account of limited resources, they could help only those children who show promise in personality, mental ability or special skill and who wish to go to school. The educational, and relief side of the scholarship is emphasized.

Last year, these 46 children attended 35 public schools, 5 parochial schools, and 6 private schools.

Mrs. Carl G. Barth, a former professor of the Missouri School for Social Economy, and one who had herself administered scholarships, summarized a report which she made on a study of the records of the Foundation, in the following words:

The one conclusion that stands out as a result of all scholarship work with which I have come in contact, emphasizes the basic fact that scholarship work must become fundamental in primary and secondary education. In other words, it means *funds*, and ever more *funds*. The education of society to assume this type of responsibility is perhaps that phase of our social development which is most important today, but in order that

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scholarship work may live as part of our educational public school system, it must become more democratic. I sense two ways in which this may be accomplished:

(1) By considering each school as a social unit, and developing within that school in the Parent-Teachers' Association, a responsibility to those among them who cannot go to school without the assistance of a scholarship;

(2) That, in addition to the taxation for school purposes, we add a special item of taxation for scholarship purposes.

THE SOUTHERN WOMAN'S EDUCATIONAL ALLIANCE

The Southern Woman's Educational Alliance recently published a bulletin on Vocational Guidance in the school, particularly addressed to the teacher and the educational administrator. This bulletin contains interesting material on vocational guidance activities in the South and is intended to stimulate the interest of the South in the subject.

In requesting any of this information, enclose postage for reply. Where lists are requested, 10 cents in postage should be added for each list, to cover some part of the cost of compilation and printing.

Copies of the bulletin or material offered can be secured by addressing the Alliance, Hotel Richmond, Richmond, Virginia.

CONVENTION OF THE VOCATIONAL EDUCATION ASSOCIATION OF THE MIDDLE WEST

The Vocational Education Association of the Middle West will hold its annual convention in Milwaukee, Wisconsin, January 11, 12, 13 and 14, and is looking forward to a profitable and interesting series of meetings.

If you are not on the mailing list, write to Mr. Leonard W. Wahlstrom, Secretary, 1711 Estes Avenue, Chicago, for complete information.

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